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ABSTRACT

This document is intended to serve as a resource for the implementation of Wisconsin's Cooperative Education Skill Standards Certificate Program. Following an introduction there is an overview of the program, school district eligibility requirements, local partner responsibilities, and factors that may present barriers to program implementation. A second major section deals with school-based learning elements such as student selection criteria; agreements or written commitment among all participants; student learning plans and their assessment; and the granting of high school credit. Work-based learning elements, including school policies covering work experience students and workplace mentoring, are covered in a third section. Sample forms useful to cooperative education participants are included, such as agreements; learning plans; student work report and self-evaluation; and parent evaluation. Among ten appendices are the SCANS (Secretary's Commission on Achieving Necessary Skills) skill competencies and SCANS foundational skills; a recommended outline of classroom instruction; workplace mentor training information; career and technical student organizations; credit equivalency information; vocational license requirements; and a list of teachers' frequently asked questions. (AJ)

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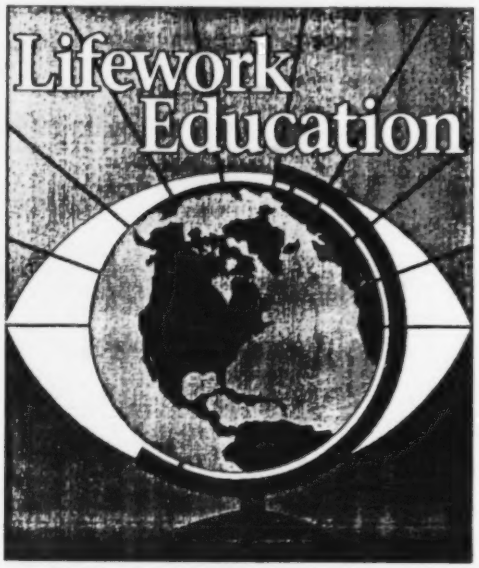

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Table of Contents

Section I: Introduction and Program Overview
Introduction 2
Developing Skills for the Future 3
Local School District Implementation Cycle 5
Program Design 6
Local Program Eligibility 7
Responsibilities of the Local Partners 8
Overcoming Barriers—Implementing the Cooperative Education Skill Standards Certification Program 9
Low Student Enrollment 11

Section II: School-Based Learning Elements
School-Based Learning Overview 14
Related Classroom Instruction 15
Selection of Students 15
Agreements 16
Learning Plans 16
Granting High School Credit 17
Student Assessment Based on the Learning Plan 18
Program Assessment 19

Section III: Work-Based Learning Elements
Work-Based Learning Overview 22
School Policies for Students in Work-Based Learning 23
Workplace Mentoring 24

Section IV: Sample Forms
Agreement 26
Student Information Card 27
Learning Plan 28
Student's Work Report 29
Job Termination Request 30
Student's Self Evaluation of Progress 31
Parent/Guardian Evaluation 32
Student Roster 33

Section V: Appendices
Appendix A: Definitions 36
Appendix B: SCANS Skill Competencies 41
SCANS Foundational Skills 42
Appendix C: Recommended Outline of General Related Classroom Instruction 43
Appendix D: Workplace Mentor Training 44
Appendix E: Career and Technical Student Organizations 45
Appendix F: Program Application Process 46
Wisconsin's Program Application 47
Appendix G: Lifework Planning/Career Development Model 49
Appendix H: Credit Arrangements Between Local High Schools and Technical Colleges 51
Appendix I: Vocational License Requirements 53
Appendix J: Questions Frequently Asked by Teachers 58

Foreword

In May 1994, the federal School to Work Opportunities Act (STWOA) became law and created a school-to-work system based on industry-based skill standards that assist a student's transition from high school into post secondary education and/or employment. In the past, Wisconsin's students received post-secondary transition opportunities through strong academic programs, education for employment initiatives, and vocational education experiences. Wisconsin is now building upon these bases in many ways—one of which is to develop competencies for industry-based skill standards that are transportable to post secondary education and/or work environments.

A method to achieve industry-based skill standards is through an educational experience known *as cooperative education* (also known as co-op). *Cooperative education* is a one-year, school-supervised, paid work experience for junior- and senior- level high school students. It is a partnership among business, industry, labor, and the school which provides students, based upon individual career goals, authentic experiences in the world of work combined with *related classroom instruction*.

Cooperative education has been a successful methodology in the vocational education curriculum since the early 1960s. The partnerships with business/industry and the school are well established in many Wisconsin communities with strong relationships between employers and *teacher coordinators*. Selected *cooperative education* experiences are being *expanded* to include state-approved, industry-based skill standards. Program certification provides a mechanism for the credentialing of competencies identified by business and industry that are necessary for the workplace.

This guide is intended to serve as a resource for the implementation of Wisconsin's *Cooperative Education Skill Standards Certificate Program*. State approval of expanded *cooperative education* experiences described in this guide is dependent on achievement by students of the industry-driven and validated competencies identified for each content area.

Students completing a school-supervised, paid work experience in approved career areas in a *cooperative education* experience may achieve a certificate endorsed by the Department of Public Instruction (DPI), Department of Workforce Development (DWD), the Wisconsin Technical College System (WTCS), and business, industry, labor and education associations.

For more information on Wisconsin's *Cooperative Education Skill Standards Certificate Program*, contact the Lifework Education Team, Department of Public Instruction, P. O. Box 7841, Madison, WI 53707-7841. (Please see Appendix F for name of staff and respective content area.)

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Section I

Introduction
Developing Skills for the Future
Local School District Implementation Cycle
Program Design
Local Program Eligibility
Responsibilities of the Local Partners
Overcoming Barriers
Low Student Enrollment

Introduction

Wisconsin's *Cooperative Education Skill Standards Certificate Program* (http://www.dpi.state.wi.us/dpi/dlsis/let/coopintro.html) is designed in partnership with business, industry and labor representatives, and educators around the integration of school-based and work-based learning and appropriate career development experiences.

Every employment opportunity today requires the application of knowledge and skills in a real-world context. The *Cooperative Education Skills Standards Certificate Program* encourages students to move through a series of learning activities with opportunities for career exploration, further learning, and employment skills based on state standards.

To effectively implement a *Cooperative Education Skill Standards Certificate Program*, you must first assess where you are with respect to the **three** components of school to work: a) school-based learning, b) work-based learning, and c) connecting activities.

Successful programs are built around a series of activities that go far beyond a stand-alone *cooperative education* experience.

Implementation of this approach must consider the following work-based learning components:

Work-based Learning	◘ Employability Skills Development ◘ Work Experience ◘ Workplace Mentoring ◘ Technical Competency ◘ Instruction in All Aspects of An Industry
School-based Learning	◘ Career Awareness, Exploration and Planning ◘ Identification of a Career Major ◘ Integration of Academics and Vocational Education ◘ Evaluation Systems ◘ Secondary/Post Secondary Partnerships
Connecting Activities	◘ Matching Students with Employers ◘ Professional Staff Development ◘ Student Assistance Programs ◘ Recruitment of Employers ◘ Community and Employer Relations

Wisconsin's *Cooperative Education Skill Standards Certificate Program* can assist students in transitioning from school into a career of their choosing.

The attainment of a state-approved skill certificate that integrates all three of the aforementioned components is an outcome of an effective school-to-work system.

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Developing Skills for the Future

Wisconsin's *Cooperative Education Skill Standards Certificate Program* is based on a framework of quality and business and industry leadership. It is this business and industry leadership in cooperation with secondary and post secondary educators that sets standards recognizable throughout the education system. Business and industry have *three* major roles in providing quality assurance to the skill certificate process:

1. **Setting and communicating industry-based skill standards**

   Skill standards are:
   - the necessary focus for entry-level employment and continued career opportunities,
   - statements of what a person must do and know to perform a job task or responsibility, and
   - statements of attainment that require students to demonstrate competence through a combination of school-based activities and job performance.

   Industry-based skill standards are developed through a collaborative process of educators and industry representatives. This process consists of a representative group of Wisconsin employers and front-line workers in a particular industry area who identify and categorize the skills necessary to succeed in that industry today. These skills are cross-referenced and linked with existing state industry educational standards. The competency list is then validated by additional employers and educators at both the secondary and post secondary levels. DPI will update skill standards at least every 5 years.

2. **Providing workplace mentors who participate in assessment and skill credentialing**

   Cooperative education programs that implement the state-approved, industry-based skill certificates must establish an effective way to assess the skills identified in the student portfolio.

   A *workplace mentor* is critical in assessing the performance of tasks on the job. This assessment provides evidence of what the student knows and can do. Mentor training in assessing workplace skills and student achievement is essential. For most students this will be a new way of assessment; and, therefore, extra time and care may be needed.

   The performance level of each competency can be measured in one of three areas:

   3 = Proficient—able to perform entry-level skills independently.
   2 = Intermediate—has performed tasks; however, may need additional training or supervision.
   1 = Introductory—is familiar with process but is unable or has not had the opportunity to perform tasks with entry-level skills. Additional training is required.

   A *workplace mentor* rates each of the competencies observed and discusses the results with the student and *teacher coordinator*. Assessment procedures for a *workplace mentor* are explained in Section II.

   The cumulative rating of skills will determine if the student has gained sufficient skills to earn a state certificate. Students achieving a proficiency rating of 2 or 3 on at least 90% of the competencies from **each area** listed on the student portfolio are eligible for a state certificate.

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3. **Establishing industry-based quality assurances that provide for portability of the skill credential**

Local school districts implementing a *Cooperative Education Skill Standards Program* that qualifies for a certificate must maintain a level of quality assurance that industry can support. This guide contains those district and program assurances (see page 48). The quality and success of the implementation of Wisconsin's *Cooperative Education Skill Standards Certificate Program* is dependent on meeting those assurances.

State systems of accountability and data collection for this program are the school district's responsibility. The cycle for implementation and data collection for local school districts is described on the following page.

Business and industry involvement is not new to *cooperative education*, but what is new is the identification and assessment of industry-based skill standards. That is what makes Wisconsin's *Cooperative Education Skill Standards Certificate Program* different from traditional cooperative education.

Students completing the *Cooperative Education Skill Standards Certificate Program* will be issued a state-endorsed certificate from the State Superintendent of Public Instruction. This certificate is a representative statement of the skills obtained through the cooperative learning experience. This certificate is also endorsed by supporting industry and education organizations thus enhancing a student's future workplace portfolio.

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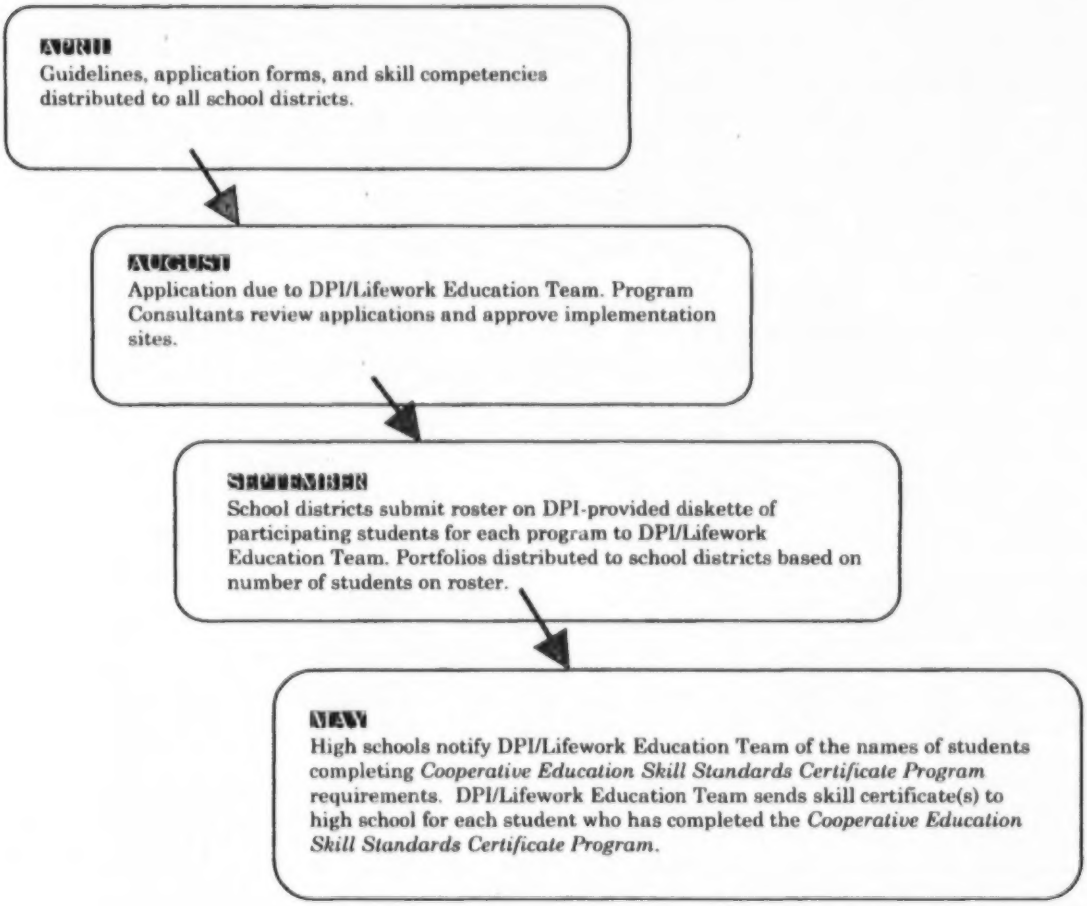
Local School District Implementation Cycle


APRIL
Guidelines, application forms, and skill competencies distributed to all school districts.
AUGUST
Application due to DPI/Lifework Education Team. Program Consultants review applications and approve implementation sites.
SEPTEMBER
School districts submit roster on DPI-provided diskette of participating students for each program to DPI/Lifework Education Team. Portfolios distributed to school districts based on number of students on roster.
MAY
High schools notify DPI/Lifework Education Team of the names of students completing *Cooperative Education Skill Standards Certificate Program* requirements. DPI/Lifework Education Team sends skill certificate(s) to high school for each student who has completed the *Cooperative Education Skill Standards Certificate Program*.

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Program Design

Wisconsin's *Cooperative Education Skill Standards Certificate Program is* designed to provide paid work experience for junior or senior high school students which contributes substantially to their educational and occupational development. The student's experience is divided between classroom instruction related to the work being done on the job and workplace learning.

It is expected that the workplace learning for each student will include an introduction *to all aspects of an industry*, thus ensuring a broad perspective of the career opportunities for the student. The workplace will give students opportunities to achieve both the employability skills and technical competencies identified by the industry for successful employment.

The competencies and skill standards which students must achieve for certification are industry-based and approved by the Department of Public Instruction. The competencies are measured on the job by the *workplace mentor* and in school by the *teacher coordinator* and other staff.

The school must furnish classroom facilities, reference materials, teaching aids, *workplace mentor* training, and a *teacher coordinator*. Local business and industry establishments provide on-site work experiences for the students, collaboration time with a *teacher coordinator*, a *workplace mentor*, and an assessment of competencies.

The certificate earned by the student will be issued by the State of Wisconsin. The certificate becomes a part of the student's portfolio. The student portfolio will contain a performance record for both the work experience and the *related classroom instruction*. The portfolio is monitored and evaluated by the *teacher coordinator* and *workplace mentor*.

Local education agencies (LEAs) implementing Wisconsin's *Cooperative Education Skill Standards Certificate Program* must file an application for approval with the DPI. The application procedures are included on page 46 of this guide.

Once approved, the LEA will assume the responsibility to ensure that all procedures as described in this guide are followed.

Approved sites will build the program around the following:

- State-approved, industry-based competencies,
- Two semesters (year long) of *related classroom instruction* integrating employability skills,
- Paid work experience under the supervision of a *workplace mentor* for an average of 15 hours per week (minimum of 480 hours total),
- Career planning and placement based on student career goals and abilities, and
- *Successful* completion (proficiency rating of 3 or 2) of at least 90% of the competencies from **each area** listed on the student portfolio.

Local Program Eligibility

School districts that are interested in participating in Wisconsin's *Cooperative Education Skill Standards Certificate Program* must submit an application to the DPI, Lifework Education Team, for prior approval. High schools must apply individually with a **separate application for each content area** (Agriculture Education, Business Education, Family and Consumer Education, Marketing Education and Technology Education). High schools seeking program approval must agree to the following requirements:

1. The program must be operated by the local school district in partnership with a business or industry.

2. Students are placed with employers for paid work experience in accordance with their abilities, aptitudes, and career objectives through a comprehensive career development process. The student selection process must be fair, equitable, address the needs of all student populations, and adhere to all state and federal laws.

3. The curriculum must be rigorous in providing for opportunities to achieve state-approved, industry-based skill standards and employability competencies as listed in the individualized *Learning Plan*.

   - Students will be in a related class(es) which provides the following:

     — Instruction in employment skills related to the world of work which includes instruction in basic skills, personal and interpersonal skills, thinking and information processing skills, and relationships of systems and technology.

     — Instruction on the knowledge and technical skills directly related to the occupation(s) toward which the cooperative placement is directed.

     — Fifteen hours of safety instruction related to their worksite.

   - The related class must meet for the duration of the program for at least the same number of minutes as any other classes receiving class credit.

4. An individualized *Learning Plan*, outlining the major competencies to be learned by the student on the job and in the *related classroom instruction*, is required. A sample individualized *Learning Plan* can be found on page 28 of this guide.

5. A *Cooperative Education Agreement for Skill Standards Certification* must be developed among the school, employer, parent/guardian, and student. It states the conditions to which the participants agree when involved in the learning efforts of students. A sample *Cooperative Education Agreement for Skill Standards Certification* is located on page 26 of this guide.

6. A student will work an average of 15 hours per week in order to experience the whole cycle of a work week. Continuous employment of the student for a minimum of 480 hours is required for exposure to *all aspects of the business or industry*.

7. A business and industry advisory committee, which has expertise related to the program, is required. This committee may serve as a larger district education for employment committee.

8. The *teacher coordinator* must be DPI-certified (licensed) in the content area of the program and be trained in methods of cooperative education as described in Appendix I, *Vocational License Requirements*, of this guide. The following licenses are to be utilized: *#281 for Business, #213 for Food Service, #285 for Marketing, #200 for Agriculture, #211 for Child Services and #291 (Technology related occupations) or #293 for Technology occupations-communications for Computer Aided Drafting and Electronics. (See page 9, Teacher Certification/Licensure for information on provisional licenses.)*

9. Each approved *teacher coordinator* shall be assigned a sufficient amount of time during the daily schedule to supervise and coordinate the program; i.e., one full class period time of coordination per day per 12 students or 20 minutes per week per student. In addition, it is recommended that *teacher coordinators* have extended contracts of at least one week to aid in developing new work sites and related program improvement work.

10. A *workplace mentor* is required to provide necessary supervision and training of the student while employed. The approved *teacher coordinator* is responsible for coordinating the learning activities of the workplace with the facilitating *workplace mentor*.

Responsibilities of the Local Partners

In developing Wisconsin's *Cooperative Education Skill Standards Certificate Program*, there are expectations and understandings that affect all partners involved. The responsibilities defined below should be understood by all partners when developing this program.

The Student will:

- cooperate with the *workplace mentor* and *teacher coordinator*, engage in the work as a learning experience, observe business etiquette, and abide by safety rules.
- notify the school and business in advance when absence is unavoidable.
- maintain school performance to remain eligible for the *cooperative education* experience.
- furnish the *teacher coordinator* with requested information and complete all necessary reports.
- show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
- remain with the employer during the agreement period except by mutual agreement of all parties involved to end the experience.
- abide by the rules and regulations of the cooperating employer.
- *keep all business information of the cooperating employer confidential.*

The Cooperating Employer will:

- provide activities which contribute to the achievement of the required competencies.
- provide a *workplace mentor* for the education of the student worker who will observe and assess the student at the workplace.
- serve on the local advisory committee.
- provide employment for the student during the agreed times.
- adhere to all federal and state regulations regarding applicable child labor laws.

The Parent(s) or Guardian(s) will:

- be responsible for providing transportation for the student to and from the place of employment. Exceptions may be necessary for special populations students.
- provide time for conference with the *teacher coordinator*.
- become knowledgeable concerning the purposes and procedures of the *Learning Plan*.
- provide encouragement and assistance to insure their child receives the maximum benefit from the *cooperative education* experience.

The Teacher Coordinator will:

- cooperate with and assist the employer in creating a *Learning Plan* to meet the needs of the student and employer based on state-approved, industry-based skill competencies.
- observe and assess the student in school as determined in the *Learning Plan*.
- cooperate with the employer with evaluation of the student. Final evaluation is the responsibility of both the *teacher coordinator* and the *workplace mentor*.
- make every attempt to resolve problems that may arise from the business, school, parent/ guardian, student, or community.
- provide meaningful *school-based learning* related to the needs of the student and employer.
- assess the employability skills identified in the skill certificate.
- work with a local advisory committee to maintain a quality program.
- provide and promote supporting activities; such as, student organizations, advisory committees, and community activities that integrate co-curricular activities which will contribute to the achievement of the skill certificate competencies.

Overcoming Barriers Implementing the Cooperative Education Skill Standards Certificate Program

While investigating the potential of offering one or more of the *Cooperative Education Skill Standards Certificate Programs,* you may find it necessary to explore alternative models. If your district identifies specific issues, you may want to explore alternative implementation strategies that are unique to your particular local situation. It is important to communicate with the related DPI program consultant **prior to final approval and early** in the local school district problem-solving process. Two common issues are:

- teacher certification, and
- low student enrollment.

Teacher Certification/Licensure

The *approved teacher coordinator* for a *Cooperative Education Skill Standards Certificate Program* is required to hold a *specific* vocational license.

A vocational license requires related work experience hours and two specific courses. See Appendix I for specific requirements. The high school courses for which this teaching license is required are *advanced-level* courses. These *advanced-level* courses propose to prepare high school students with an identified

career interest for related employment and/or advanced post secondary education. The reason for this requirement is an assurance that the *approved teacher coordinator* has both the theoretical and practical knowledge related to the industry for which they are preparing students. This practical experience will also help the *approved teacher coordinator* to more effectively communicate with industry personnel and students in both the school-based and work-based phases of the *Cooperative Education Skill Standards Certificate Program.*

Wisconsin agriculture and marketing teachers have the necessary agriculture and marketing vocational license to supervise the *Cooperative Education Skill Standards Certificate Program*; i.e., #210 and #285, respectively. Business education teachers may or may not have the vocational business license (#281) which is required for the business *Cooperative Education Skill Standards Certificate Program.* In family and consumer education and technology education, the *approved teacher coordinator* needs a **specific** vocational license. In family and consumer education, a food service *Cooperative Education Skill Standards Certificate Program* requires a food service (#213) license and a child services *Cooperative Education Skill Standards Certificate Program* requires a child services (#211) license. In technology education, the computer aided drafting *Cooperative Education Skill Standards Certificate Program* and the electronics *Cooperative Education Skill Standards Certificate Program* require the technology-communication (#293) license or technology related occupations (#291) license.

Alternative Implementation Strategies

- *Apply for an emergency vocational license*—After July 1, a district can apply for an emergency vocational license for the teacher who will assume the *approved teacher coordinator* responsibilities. An emergency license is usually granted by the DPI Licensing and Teacher Education Team. In addition to the district's completion of the Emergency License (PI-1615), the teacher needs to complete the License Application (PI-1602) and provide a description of related employment and educational experiences over the past 10 years. This employment and educational information is reviewed by DPI which specifies what the teacher needs to do to meet the license requirements. The district may reapply for an emergency license each year until the individual meets all the license requirements. Each year, the teacher must show *significant* progress toward meeting the requirements. *Significant* progress is usually determined to be 6 *credits* or approximately *570 work experience hours*. Teachers who are working on their vocational licenses may use equivalency clock hour course work or inservice and/or university internship credits for their work experience. Again, early in the investigative process, the teacher should discuss their situation with the appropriate DPI program consultant.

- *Develop a teaching team among multiple high schools*—If you have or can establish a working relationship with another high school either within your district *or* in a neighboring district, you can team a certified *approved teacher coordinator* of the *Cooperative Education Skill Standards Certificate Program* with one or more non-certified teachers. The *approved teacher coordinator* would assume responsibilities for setting up and coordinating the school-based and the work-based components of the *Cooperative Education Skill Standards Certificate Program.* The non-certified teachers would be responsible for the daily classroom and work experience interaction with the students. These non-certified teachers must have some designated time to work as a team with the certified *approved teacher coordinator* to meet student needs and program requirements.

- *Develop a teaching team within a high school*—This is the same as the previous strategy, but it is within a high school. This alternative strategy is often used by departments when the certified

approved teacher coordinator does not have the license required for the *Cooperative Education Skill Standards Certificate Program*, but another teacher in the department does.

Again, in this situation, the certified *approved teacher coordinator* would assume responsibility for setting up and coordinating the school-based and the work-based components of the *Cooperative Education Skill Standards Certificate Program*. The non-certified teacher would be responsible for the related classroom instruction. These non-certified teachers must have some designated time to work as a team with the certified *approved teacher coordinator* to meet student needs and program requirements.

- *Develop a teaching team within a CESA*—This is the same as the previous strategies, but it is within a CESA. If you have or can establish a working relationship with a CESA agency and high schools within the CESA, you can team a certified *approved teacher coordinator* with one or more non-certified teachers.

  In cooperation with the local schools and the DPI program area consultant, the CESA would develop a master application. Individual schools would develop an application based on the local situation and the CESA master application. The CESA master application would be approved by DPI, and each individual school application would also be approved by DPI.

  Again, in this situation, the certified *approved teacher coordinator* would assume responsibility for setting up and coordinating the school-based and the work-based components of the *Cooperative Education Skill Standards Certificate Program*. The non-certified teachers would be responsible for the related classroom instruction. These non-certified teachers must have some designated time to work as a team with the certified *approved teacher coordinator* to meet student needs and program requirements.

Low Student Enrollment

The second issue which is often identified by local high schools is the fact that there is insufficient enrollment to warrant a specific class offering. Again, local districts can identify ways to meet a few students' needs through more individualized programs.

Alternative Implementation Strategies

- *Use the strategies identified in the first concern about certification/licensure*—You may be able to adapt these ideas to meet student enrollment concerns as well as certification concerns.
- *Introduce students to the requirements of the Cooperative Education Skill Standards Certificate Program in introductory and sequence courses*—Teacher and students can cooperatively identify their progressive ratings on various competencies as they study these ideas during these classes.
- *An approved teacher coordinator can help individual junior- and/or senior-level students establish independent classroom and work experience opportunities*—These students would report to the certified *approved teacher coordinator's* room during one class period each day to receive individual assistance.

  The *approved teacher coordinator* would have at least 20 minutes of coordination time per student. This coordination time could be within the school day or paid time outside the school day according to local district contract restrictions.

Section II

School-Based Learning Overview
Related Classroom Instruction
Selection of Students
Agreements
Learning Plans
Granting High School Credit
Student Assessment Based on the Learning Plan
Program Assessment

School-Based Learning Overview

Cooperative education is comprised of three components which include:

- related school-based (classroom instruction) learning,
- work-based (on-the-job work experience) learning, and
- connecting activities (student organizations and advisory committees).

All are essential. The *teacher coordinator* is responsible for coordinating the instruction and student learning from these three components.

Related *school-based learning* refers to a formal "in-school" instructional program which correlates with a planned work experience, both of which are designed to develop the student's career choice into a marketable skill. The competencies identified in the *Learning Plan* fall into two categories: employability and technical. Instruction in employability competencies deals with conditions and relationships of business and work in general through the development of attitudes, knowledge, and understandings which are common to everyone engaged in the work process. These competencies are sometimes referred to as *core employability skills* and are closely aligned with the *SCANS* (Secretary's Commission on Achieving Necessary Skills) competencies. *SCANS* skill competencies and foundational skills are on pages 41 and 42 of this guide.

To be effective, postsecondary transition plans, including *cooperative education* experiences, must focus on the student who is deciding which educational and career paths to follow. The *school-based learning* component specifically calls for career awareness, exploration, planning, and counseling. The ultimate responsibility for implementing a comprehensive career development program lies at the local level. The counselors' and teachers' roles become one of a *change agent*, not only for students but for the system as well.

An effective career development program:

- is identifiable but integrated within the curriculum and other programs;
- enhances the students' knowledge, skills and abilities;
- supports student achievement in academic and occupational standards;
- supports a diversified delivery system; and
- is accountable with evaluation based on program effectiveness in supporting student achievement.

School-based learning also implies a previous involvement in career decision-making by the student and the initial selection through a *career major*. In Wisconsin, a student completing the tenth grade has a *career major* if he/she can:

- describe their tentative, post-school lifework goal;
- explain how their goal will accommodate and fulfill their interests, talents, values, and needs;
- explain how their goal has influenced their educational plans (course work, work experience, extracurricular involvement, and so forth);
- explain how the use of their career portfolio has facilitated and will continue to facilitate their career development;

- explain how the resources of family, teachers, counselors, and informational systems have been and will continue to be used in career-planning and decision-making; and
- explain how the career interest inventory results (part of the Wisconsin Student Assessment System/Tenth Grade Knowledge and Concepts Exam) verify, support, or reinforce their tentative goal.

The Lifework Planning/Career Development Model is on pages 49-50.

Related Classroom Instruction

Cooperative education experiences that implement a state-certified, industry-based skill certificate program must have a *related classroom instruction* component. The delivery of the requirement may vary from school to school but all must maintain the following conditions:

- Employability skills (*SCANS* competencies) will be taught;
- Two semesters of *related classroom instruction* will be provided (see page 43);
- *Teacher coordinator* must be certified by the Department of Public Instruction in the instructional area in which they are supervising the *cooperative education* experience;
- Local advisory committee will be used in planning and assessing the program; and
- Appropriate safety instruction will be provided prior to student placement at a worksite.

Supporting the *related classroom instruction* are academic and vocational courses. These courses should be identified and sequenced during the student's high school experience to assist in the career development process. *Integrated and applied curriculum* will add to the value of the technical and employability skills being delivered through the *cooperative education* experience by reinforcing the content and application in a variety of learning settings.

Selection of Students

The *work-based learning* experience is the responsibility of the *teacher coordinator* working with the student and the employer. The *teacher coordinator* secures the workplace *and* matches the student with the workplace in order to meet the student's career goal. The *teacher coordinator* must take into account the student's personal goals and abilities.

The *teacher coordinator* should include in the *Learning Plan* an interview process between the student and employer; but, the ultimate decision for workplace assignment is made between the *teacher coordinator* and the employer. Approval from the parent/guardian **and** *workplace mentor* is required before the student is placed in employment as per the *Cooperative Education Agreement for Skill Standards Certification*.

The selection process should not eliminate problem students or allow only high-ability students to enroll in the program. Rather, it is a means of serving *all student populations* based on individualized career goals and abilities. The only restriction on the number of students in the program is availability and suitability of workplaces and size of classroom facilities.

Agreements

The *Cooperative Education Agreement for Skill Standards Certification* is a written statement of the learning commitment of each of the partners involved in the program; i.e., the student, employer, parent/guardian, and *teacher coordinator*. It is an essential and business-like way of agreeing on the responsibilities of those involved in *cooperative education*. The *Cooperative Education Agreement for Skill Standards Certification* should be signed by each of the partners and a copy given to each. A sample *Cooperative Education Agreement for Skill Standards Certification* is on page 26.

The *Cooperative Education Agreement for Skill Standards Certification* should prevent any misunderstandings about the program and the procedures to be followed. It should also differentiate itself from other work-based experiences. Students who are employed without the benefit of a *cooperative education* method of instruction are like any other employee and have little or no basis for receiving academic credit for their experience. It is through a *Cooperative Education Agreement for Skill Standards Certification,* including the state-approved, industry-based skill standards, that this program derives its integrity.

Items that must be included in the *Cooperative Education Agreement for Skill Standards Certification* include:

- Name of student, birth date, student identification number, address, and telephone number;
- Name of employer, address, and telephone number;
- Duration of employment;
- Responsibilities of *workplace mentor*, student, *teacher coordinator*, and parent/guardian;
- Conditions of employment; such as, wages, hours, etc. (If a special minimum wage is issued, the school district must show approval by the Wisconsin Department of Workforce Development and the U. S. Department of Labor.); and
- Signature line for each of the partners.

Learning Plans

A *Learning Plan* is different from a *Cooperative Education Agreement for Skill Standards Certification* in that the *Learning Plan* states the specific *school-based* and *work-based learning* offered to the student. The purpose of the *Learning Plan* is to organize and correlate *related classroom instruction* with the learning experiences at the workplace site. It should organize the learning into a logical sequence based upon state-approved competencies and the student's career goal. A sample *Learning Plan* is on page 28.

The ultimate responsibility for *Learning Plan* development rests with the *teacher coordinator* and the *workplace mentor*. However, the student should also be involved in the development of the *Learning Plan* because it serves as a guide to *all* parties involved in the *cooperative education* experience.

Work itself does not justify school credit. *Cooperative education* derives its integrity from *combining* work and academic instruction in a manner which leads to the development of marketable skills in a career area chosen by the student.

Students who continue to perform the same routine tasks once they have been learned are not developing the occupational competencies necessary for career development. It is important that the workplace chosen for cooperative placement allows for experiences in all areas of the identified competencies. The

participating employer should offer a variety of work experiences which allow learning to progress from the simple to the complex and culminate in an exposure of *all aspects of the industry*.

Employers need to be familiar with the content of the related class taught by the *teacher coordinator*. Using a *Learning Plan* that specifies the objectives and teaching strategies of *work-based* and *school-based learning* enables the employer and *workplace mentor* to have a better understanding of the comprehensive nature of *cooperative education*.

A procedure for developing a *Learning Plan* is identified below:

1. **Identify the tasks and competencies that are observable in the workplace.**
2. Develop an individualized *Learning Plan* for **each** student based on the state-approved competencies provided in the certificate. Workplace tasks should be directly related to the identified competencies.
3. **Evaluate the list of tasks and competencies with the *workplace mentor* to determine what activities the student can do at the workplace to demonstrate competency in the identified competencies.**
4. Regardless of the original source of the tasks, the *workplace mentor* should examine the task and competency list to ensure that the student will be able to demonstrate proficiency on the job. In addition, the *workplace mentor* should be asked to identify other tasks and competencies that the student may be performing in that workplace.
5. **Identify the tasks and competencies to be used for evaluation for each grading period based on *related classroom instruction* and the needs of the *workplace mentor*.**
6. **Give the student a copy of the tasks and competencies for which he/she is responsible during the first grading period.**

Research findings have shown that when students know what they are responsible for achieving, they perform better. Therefore, students must know what they are responsible for achieving on the job so that they can focus on learning and performing those tasks. Students should review the *Learning Plan* for their consideration. If possible, have them present when the *teacher coordinator* and *workplace mentor* finalize the *Learning Plan*.

Granting High School Credit

Credit must be granted by the high school for the *cooperative education* experience. District guidelines need to be followed concerning the number of credits that will apply toward graduation for each of the *school-based* and *work-based learning* components.

However, credit for *cooperative education* should be granted only under the following conditions:

- The student is working in an area directly related to the program in which the student is enrolled.
- The student completes job-related assignments in the program at an acceptable level.
- Workplace experience is the result of a detailed *Learning Plan* determined by the *teacher coordinator*, *workplace mentor*, and student.
- The student's *cooperative education* experience is systematically evaluated by *the teacher coordinator* and *workplace mentor*.

Developing appropriate credit arrangements (*articulation agreements)* with post secondary institutions are encouraged to ensure a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credits. This effort should be considered in the **planning** stages of implementation to better assess the necessary school-based and work-based activities that would support articulated competencies with post secondary institutions. A chart describing credit arrangements is on pages 51-52.

Student Assessment Based on the Learning Plan

Assessment of the student's performance during each grading period must be based on the *Learning Plan* developed by the partners. A procedure for student assessment is described below.

The *teacher coordinator* and the *workplace mentor* are responsible for:

1. *Assessment of student progress during each grading period on the identified tasks and state- approved competencies.*

   Working together, the *workplace mentor* and the *teacher coordinator* evaluate the student's performance for each task and competency previously identified. For those tasks on which the student receives a low rating, the *workplace mentor* identifies specific areas where improvement is needed and suggests ways the student can improve performance. For tasks on which the student receives high marks, *the workplace mentor* may give examples which illustrate the outstanding performance. The *workplace mentor* and the student sign the *Learning Plan* and keep a copy.

   Students may master some tasks and competencies at both sites. Additional tasks and competencies to be mastered and assessed during the next grading period are determined and a new *Learning Plan* is designed.

   During the assessment process, it is important to allow students the opportunity to do self assessment of their progress. An evaluation form is included on page 31.

2. *Communication of results of the assessment to the student.*

   The *teacher coordinator* and the *workplace mentor* meet with the student to discuss the evaluation, identify areas that need to be improved, inform the student of the *workplace mentor's* suggestions for improvement, identify strengths that have been pointed out on the job and in the classroom, and provide evidence to support the evaluation of the tasks and state-approved competencies.

   Ask the student to sign the *Learning Plan*; give the student a copy of the tasks and state-approved competencies identified for the next grading period, and discuss with the student the new *Learning Plan.*

3. *Continuation of the evaluation process.*

   For each assessment period established by the school, the *teacher coordinator*, working with the student and *workplace mentor*, should repeat this process.

To earn a certificate the student must receive a proficiency rating of 3 or 2 on 90% of the competencies from **each area** listed on the student portfolio. Students falling behind at the end of each grading period should be receiving additional support or assistance in skill development.

High school credit **must** be issued for the *cooperative education* experience.

Program Assessment

The establishment of a business/industry advisory committee consisting of local employers, parents, labor representatives, and educators can serve as a positive *Cooperative Education Skill Standards Certificate Program* planning and assessment tool. Consistent review and improvement of the policies and practices of the *cooperative education* experience will assist in the effectiveness and long-term implementation of this program.

There are many factors to consider in assessment of the *Cooperative Education Skill Standards Certificate Program*, including workplace stations, *related classroom instruction*, *workplace mentors*, *teacher coordinator* performance, and student performance. Workplace stations need to be examined for their initial and continued suitability as appropriate learning locations. *Workplace mentors* need to be evaluated on willingness and ability to provide proper learning for students. These evaluations are the responsibility of the *teacher coordinator* with support of the advisory committee.

Likewise, the *related classroom instruction* must be evaluated by outside reviewers. This can be done through students, employers, advisory committees, and school administrators.

And finally, students must be evaluated on performance on the job, in *related classroom instruction*, and adherence to school- and work-based rules and regulations. The advisory committee determines the assessment tools and evaluation techniques so student performance can be measured for use in the classroom and is responsible to report student assessment/grades to the school as required.

The *teacher coordinator* and the *workplace mentor* work together to determine the proper workplace assessment and student evaluation procedures. Using the appropriate assessment tools, the *teacher coordinator* files the final report at which time the student's records are submitted to the state so that a skill certificate can be issued.

The *workplace mentor* is responsible for assessing and documenting student achievement of competencies on the job but is **not** responsible for evaluating the student for high school credit.

Section III

Work-Based Learning Overview
School Policies for Students in Work-Based Learning
Workplace Mentoring

Work-Based Learning Overview

"Learning by doing" is the foundation of *work-based learning*. Students must be provided the opportunity to participate in a paid work experience that assesses the state-approved competencies. Work experience also supports the *related classroom instruction* and contextualizes the learning.

Work-based learning at the workplace and under the guidance of the *workplace mentor* develops the technical skills which are related to a student's performance in entry-level employment. The strategies used in Wisconsin's *Cooperative Education Skill Standards Certificate Program* reinforce the *school-based learning* component of school to work by involving both educators and *workplace mentors*. Students demonstrate competencies learned in the classroom while performing tasks or functions of work at the workplace. The *workplace mentor* is directly involved in the training as well as the assessment of the skill level of the student.

Wisconsin's *Cooperative Education Skill Standards Certificate Program* sets new expectations for workplace competency, teaching methods, and student assessment.

Work-based learning requires the integration of academic content and technical skill development. Employability skills identified in the *SCANS* report are required components of Wisconsin's *Cooperative Education Skill Standards Certificate Program*. This effort is supported by Wisconsin's education for employment standard (m) which emphasizes the need for:

- business and education partnerships,
- application of basic skills,
- career development,
- employability skills and attitudes,
- school-supervised work experience, and
- knowledge of *all aspects of an industry*.

Because the *work-based learning* component of this program is delivered outside the local school district, it is important that the local school work closely with the employer to establish the policies and procedures included in the *Cooperative Education Training Agreement for Skill Standards Certification.*

Students, schools and employers are required to follow all state and federal child labor regulations pertaining to work experience programs.

For more specific information on child labor laws and work experience programs, contact the Equal Rights Division, Labor Standards Section, Department of Workforce Development, P. O. Box 8928, Madison, WI 53707-8928 (608) 266-6860.

School Policies for Students in Work-Based Learning

Students are expected to follow the local district's policies and rules for a *work-based learning* experience. Policies 1, 5, and 9 are required elements of Wisconsin's *Cooperative Education Skill Standards Certificate Program*; the remaining policies are strongly recommended.

1. **Each student is required to obtain a work permit before beginning work unless the student is 18 years old. A student will not be excused from school to go to work until the permit is obtained.**
2. Students are required to maintain wage and hour forms at school. The forms list hours worked and pay received. Students are responsible for keeping these forms up-to-date and for obtaining their *workplace mentor's* signature to verify the information.
3. Students are required to maintain a daily record of their work experiences.
4. If a problem occurs at the workplace, the student is responsible for contacting the *teacher coordinator* immediately. The *teacher coordinator* will investigate the situation to resolve the problem.
5. **Students must work an average of 15 hours per week for the duration of the program (minimum of 480 hours).**
6. Students are responsible for their own transportation to and from the workplace unless special arrangements are made through the local district. Transportation problems do not justify absence from work or school.
7. Students who are injured on the job must report the injuries to their workplace supervisor immediately and to the *teacher coordinator* as soon as reasonably possible.
8. **Absence from school means absence from work. Students may not, without permission from the *teacher coordinator*, report to the workplace when absent from school.**
9. **Student employment must be coordinated with the *school-based learning*.**
10. If students become unemployed as a result of situations or conditions beyond their control, they will be assigned in-school simulated work experience during the period of unemployment.
11. Students who become unemployed as a result of poor performance on the job will be placed on probation and re-assigned, placed on in-school simulated work experience, or removed from this program.
12. Students who are removed from the workplace as the result of dishonesty of any kind will be removed from the program. Additional disciplinary action may be taken by the workplace and/or the school depending on the circumstances.
13. Written consent of the *teacher coordinator*, employer, and parent/guardian is necessary for a student to quit the *work-based learning*. Failure to follow this policy will result in a student being placed on probation, on in-school work experience, or being removed from the program.
14. The student will follow the attendance policies of the school and the workplace.

Workplace Mentoring

Mentoring activities are those which support the needs of students by developing and maintaining a supportive relationship with an adult. The *workplace mentor* nurtures the students by helping them adjust to the culture of the workplace and orienting them to career options and pathways.

Mentoring programs provide a variety of useful functions for youth, both psycho social and instrumental in nature. Exposing and socializing young people to the world of employment strengthens ties to the labor market, increases access to opportunities, develops the social skills of youth, and contributes to an atmosphere of cooperation and flexibility at the workplace.

The employer must agree to provide a mentor(s) for students at the workplace. A *workplace mentor* must be a skilled, experienced worker who can teach youth about the industry and the world of work. *Workplace mentors* will be required to attend training on working with high school-aged youth and meet regularly with school personnel and parents/guardians.

The roles and responsibilities of the *workplace mentor* will vary from setting to setting but the following are basic functions that all *workplace mentors* perform:

- Initiate the student to the workplace culture—introducing young people to an adult social system with its own rules, conventions, and norms. This can include both formal and informal organizational structures.

- Advise youth on career directions and opportunities, provide networking opportunities, and generally help expand the young person's career goals.

- Help the student to resolve practical problems—including personal difficulties encountered at work and school and work-related issues.

Mentor training is required and is the responsibility of the local school district. An example of mentor training components is provided on page 44.

Section IV

Sample Forms

Agreement
Student Information Card
Learning Plan
Student's Work Report
Job Termination Request
Student's Self Evaluation of Progress
Parent/Guardian Evaluation
Student Roster

Agreement

Wisconsin's Cooperative Education Skill Standards Certificate Program

Student Learner	
Name of Cooperative Education Program	
Birth date	Student Identification Number
Home Address	
Home Telephone	Work Telephone ( )
Employer	
Address	
School	Telephone ( )

The employer agrees to partner with the school(s) to offer a *work-based learning* program, known as Wisconsin's *Cooperative Education Skill Standards Certificate Program*, for an appropriate length of time to demonstrate to the student learner as far as possible *all aspects of the industry*. The employer further agrees to pay the student a wage of $_____per hour, assign work an average of 15 hours per week (minimum of 480 hours); provide *workplace mentor*; complete evaluations of the student's on-the-job performance; and confer with the *teacher coordinator* periodically to determine in what way the student's learning on the job might be strengthened.

The student agrees to perform all duties assigned in pursuit of a skill standards certificate. The student will conform to all rules and policies of the place of employment and the school. The student expects no special privileges, agrees to be on the job as per schedule (barring illness), and confers with the *teacher coordinator* regarding any concerns encountered on the job.

The *teacher coordinator* agrees to provide *school-based learning* related to the needs of the student and employer, assist the employer in establishing a *Learning Plan*, and work with all partners involved to achieve program goals.

The parent/guardian agrees to cooperate with the school and employer to assist the student in achieving the program goals of the *cooperative education* experience.

This agreement does not take the place of any work permit requirements.

Student Signature	Date	Employer Signature	Date
Parent / Guardian Signature	Date	Teacher Coordinator Signature	Date

Student Information Card

Wisconsin's Cooperative Education Skill Standards
Certificate Program

Student Learner	Car Make / Model	Vehicle License Number
Address	Student Identification Number	
Parent / Guardian	Home Telephone ( )	
Employer	Address	
Telephone ( )	Workplace Mentor	

REQUIRED GRADUATION CREDITS

English	Science	Math	Health	Phys Ed

CLASS SCHEDULE

Period	Subject	Room Number	Teacher
1			
2			
3			
4			
5			
6			
7			

SPECIAL INSTRUCTIONS:

WORK SCHEDULE

Day	Work Hours
Monda	
Tuesda	
Wednesda	
Thursda	
Frida	
Saturda	
Sunda	

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Learning Plan

Wisconsin's Cooperative Education Skill Standards Certificate Program

Use additional sheets as necessary

Student Learner	Employer	Workplace Mentor
Job Title	Teacher Coordinator	Grading Period
Job Description	Reference Materials	

Skill Certificate Competencies	Related Instruction	Where Observed	Date Observed	Initials	Comments

Student Signature	Teacher Coordinator Signature	Workplace Mentor Signature	Parent / Guardian Signature

The employment of the learner shall conform to all federal, state, and local laws and regulations, including non-discrimination against any applicant or employee because of race, color, sex, national origin, or any background as covered by local legislation. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.

Student's Work Report

Wisconsin's Cooperative Education Skill Standards Certificate Program

(to be filled out by the student)

Student Learner	Report Number	Report Date
Employer	Workplace Mentor	
Pay Stub Date	Hourly Rate	Gross Pay

SCHEDULE

Day	Work Hours	Break Time	Daily Earnings
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

COMMENTS: ***Use the back of this sheet, if necessary, for all comments.***

1. What did you learn new on the job this week?
2. What safety issues need to be addressed at your workplace?
3. Any comments regarding your supervisor or co-workers?
4. Activities you enjoyed on your job this week?
5. Tasks you did not enjoy on your job this week?
6. Tasks that directly related to classroom learning?
7. Other comments?

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Job Termination Request

Wisconsin's Cooperative Education Skill Standards Certificate Program

(to be filled out by the student)

Student Learner	Student Identification Number
Co-op Program	Teacher Coordinator
Workplace Mentor	Telephone Number ( )
Date of Request	Length of Employment
Job Termination Request *Circle One* Denied Approved	Last day of work with this employer

Use back of this sheet as necessary.

1. Identify reason for requesting termination of employment.

2. Describe the effort you made to foster good working relations on the job?

3. List specific instances that made you feel you could no longer work at this workplace.

4. Have you discussed the situation with your teacher coordinator?

5. What were the results of this discussion?

6. What steps do you plan to take to become successful at your next workplace?

Student Signature	Date
Teacher Coordinator Signature	Date
Workplace Mentor Signature	Date
Parent/Guardian Signature	Date

If a student learner is terminated from a workplace, the *teacher coordinator* must be notified immediately and become involved in discussions with the employer, student learner, parent/guardians, and *workplace mentor*. The completed termination request becomes part of the student's school record.

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Student's Self Evaluation of Progress

Wisconsin's Cooperative Education Skill Standards Certificate Program

(use additional pages as necessary)

Student Learner	Grading Period
Teacher Coordinator	High School
Employer	Workplace Mentor

GENERAL EVALUATION

1. Assess your progress in the following areas by answering the following questions:
   a) Workplace Experiences: *Describe your workplace experiences and any methods used to improve your skills.*
   b) Teamwork/Communication With Others: *In what type of team experiences have you been involved? What was your level of participation in the team?*
   c) Responsibility: *Describe your role in ensuring quality in your job tasks.*
   d) Maintaining Schedule/Use of Time: *Describe your work schedule.*

EVALUATION OF PROGRESS

1. What skills do you feel you have learned through this experience? How were these skills learned?
2. What skills do you feel you have improved? How were your skills improved?
3. Why do you feel these skills needed improvement?

WORKPLACE EVALUATION

1. How do you rate the quality of instruction and supervision at your workplace?
2. How would you describe your interaction with other employees at your workplace? With your workplace mentor?
3. How would you describe the working conditions at your workplace?
4. What kind(s) of problem(s), if any, have you encountered at your workplace that you feel need to be addressed?

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Parent/Guardian Evaluation

Wisconsin's Cooperative Education Skill Standards Certificate Program

(use additional pages as necessary)

Assess the quality of the program by completing the questions listed below:

1. Have you noticed any improvement in the maturity level of your son/ daughter as a result of being enrolled in the *Cooperative Education Skill Standards Certificate Program*? *Circle One:*
   Yes No *Comments*

2. Have your son's/daughter's overall grades shown improvement? *Circle One:*
   Yes No *Comments*

3. Has your son's/daughter's attendance in school improved over previous years? *Circle One:*
   Yes No *Comments*

4. Do you feel that the workplace in which your son/daughter was placed offered adequate preparation to find full-time employment upon graduation? *Circle One:*
   Yes No *Please explain.*

5. Have transportation problems occurred? *Please explain.*

6. What problems, if any, do you feel your son /daughter encountered at work; for example, getting along with other employees or supervisors, lack of job skills, lack of a pleasant atmosphere, etc.? *Please list problem areas.*

7. List any advantages of the *Cooperative Education Skill Standards Certificate Program* not previously indicated.

8. List any disadvantages/criticisms/barriers of the *Cooperative Education Skill Standards Certificate Program.*

9. If you had to make the decision again, would you have your son/daughter enroll in *Cooperative Education Skill Standards Certificate Program*?
   Yes No *Comments*

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Wisconsin Department of Public Instruction
WISCONSIN COOPERATIVE EDUCATION SKILLS STANDARDS CERTIFICATE PROGRAM

INSTRUCTIONS: Submit one **typed** copy to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: DEB MOTIFF
LIFEWORK EDUCATION TEAM
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707-7841

Student Roster

School Year _____

Page _____ of _____

School District
High School
Certified Teacher Coordinator
Work-based Learning Coordinator

Name of Cooperative Education Program ***Check ONE Only***

- ☐ Agribusiness—Animal
- ☐ Agribusiness—Plant
- ☐ Business
- ☐ Child Services
- ☐ Food Services
- ☐ Computer Aided Drafting/CAD
- ☐ Electronics
- ☐ Marketing
- ☐ Entrepreneurship
- ☐ Executive Leadership
- ☐ Professional Sales
- ☐ Retail Marketing

I verify that students and employers listed are fully aware of all responsibilities and expectations for achieving Wisconsin's Cooperative Education Skills Standards Certificate Program.

_____ _____
Teacher Coordinator Signature Date

PLEASE TYPE in alphabetical order by student name.

Student Name First	**Grade Level** ☐ 11 ☐ 12	**Employer**	**Workplace Mentor**
Last	**Gender** ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	**Grade Level** ☐ 11 ☐ 12	**Employer**	**Workplace Mentor**
Last	**Gender** ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	**Grade Level** ☐ 11 ☐ 12	**Employer**	**Workplace Mentor**
Last	**Gender** ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	**Grade Level** ☐ 11 ☐ 12	**Employer**	**Workplace Mentor**
Last	**Gender** ☐ Male ☐ Female	Employer Address	Mentor Phone ( )

Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )
Student Name First	Grade Level ☐ 11 ☐ 12	Employer	Workplace Mentor
Last	Gender ☐ Male ☐ Female	Employer Address	Mentor Phone ( )

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Section V

Appendices

Appendix A

Definitions

All Aspects of an Industry
The term means *all aspects of the industry* or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor, and community issues, health and safety issues, and environmental issues, related to such industry or industry sector.

Agreement (Wisconsin's Cooperative Education Skill Standards Certificate Program)
A written contract/agreement of the learning commitment between the employer and the school partners which stipulates the conditions of student employment in a ***Cooperative Education Skill Standards Certificate Program***.

All Student Populations
Both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaskan Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students.

Articulation Agreements
A written agreement or a system-wide written policy which links two or more educational systems to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credits.

Career and Technical Education (Vocational Education)
A public education program providing educational experiences that enhance the vocational development processes of exploring, establishing and maintaining oneself in worker, family member and citizen roles. One of its unique contributions is the development of occupational competencies.

Career and Technical Student Organizations (CTSO)
Career and technical student organizations are for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations must have state and national units which aggregate the work and purposes of instruction in career and technical education at the local level; **FFA, FCCLA, HOSA, FBLA, DECA** and **SkillsUSA-VICA.**

Career Guidance and Counseling
Programs that: a) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupations, education, and labor market needs, trends and opportunities; b) assist individuals in making and implementing informed educational and occupational choices; and c) aid students to develop career options with attention to surmounting gender, race, ethnicity, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

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Career Major
A coherent sequence of courses or field of study that prepares a student for a first job and that:

- integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary schools and post secondary institutions;
- prepares the student for employment in a broad occupational cluster or industry sector;
- typically includes at least two years of secondary education and at least one or two years of post secondary education;
- provides the students, to the extent practicable, with strong experience in and understanding of *all aspects of the industry* the students are planning to enter;
- results in the *award* of a high school diploma or its equivalent; such as a general equivalency diploma (GED) or alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate; *and* a certificate or diploma recognizing successful completion of one or two years of post secondary education (if appropriate), *and* a skill certificate; and
- may lead to further education and training, such as entry into a registered apprenticeship program, or may lead to admission to a two- or four- year college or university.

Connecting Activities
Activities which support both school-based and work-based learning outlined in the School to Work Opportunities Act of 1992.

- employer recruitment/mentor training,
- staff/professional development,
- strategies to serve all youth,
- job search assistance for graduates,
- school site mentors,
- post-graduation follow-up services, and
- program evaluation.

Consortium
A group of two or more school districts, employers, and other partners which is organized around the common goal of establishing a work-based learning system in the community(ies).

Cooperative Education Skill Standards Certificate Program
A program which integrates related classroom instruction with work-based learning. A *learning plan* based on occupational and employability competencies is developed locally between the coordinating teacher and employer. A student learning plan is based on the industry-validated skill competencies. The program involves a minimum of 480 hours of paid work experience under the supervision of a trained workplace mentor.

DACUM
The *DACUM* is a structured group interview process used by a trained facilitator to assist employees and supervisors to develop a listing of tasks and activities for a job.

Employer
Public and private employers providing work-based learning experiences for students.

Extended Contract
A period of employment beyond the regular school term during which the teacher devotes time to instruction, workplace visits, and/or development of curriculum.

Industry Skill Standards
National voluntary industry skill standards which include content from multiple disciplines which define what productive workers in an occupational cluster or industry sector need to know and be able to do.

Integrated and Applied Curriculum
The integration of academic and occupational education by designing curriculum which brings together related concepts, generalizations, contents and /or processes, combined with techniques that provide students with the opportunity to apply knowledge and skills through authentic tasks.

Learning Plan
An outline of learning experiences coordinated by the teacher and the workplace mentor which provides for student achievement of competencies in a skill standards program.

Mentor Training
Training for workplace mentors which includes a review of the role and responsibilities of a workplace mentor; supervision techniques and teaching methodologies appropriate for adolescents; integrating work-based and school-based learning; and student performance evaluation techniques.

Post Secondary Educational Institution
An institution legally authorized to provide post secondary education within a state, A Bureau of Indian Affairs controlled post secondary institution, or any post secondary educational institution operated by or on behalf of any Indian tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under Indian Self-Determination Act or under the Act of April 16, 1934.

Professional Development
Providing training and/or orientation to teachers, counselors, administrators, workplace mentors, work-based learning coordinators, and others on any or all aspects of the work-based learning system in order to provide skills and knowledge necessary to successfully implement the system components.

School-based Learning
A component of the School to Work Opportunities Act in Wisconsin includes:

- assessment of student's academic and work readiness skills, which is integrated with career planning;
- career awareness and exploration and counseling for all students (beginning no later than the 7th grade);
- selection by students of a career major no later than the beginning of the 11th grade;
- curriculum articulation with post secondary education (technical and university);
- the use of integrated and applied curriculum in a work-based learning context;
- coordination with community services, as needed, to support all student populations in the work-based learning activities; and
- data collection and program evaluation.

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Secondary School
A non profit day or residential school that provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12; and a Job Corps center under Article B of Title IV of the Job Training Partnership Act; typically a high school.

Skill Certificate
A portable, industry-recognized credential that certifies that a student has mastered skills at levels that are at least as challenging as skill standards endorsed by the National Skill Standards Board established under the National Skill Standards Act of 1994. Except that until such skill standards are developed, the term "skill certificate" means a credential issued under a process described in the approved Carl Perkins State plan. **Note:** State approved skill certificates are presently available in the Wisconsin youth apprenticeship program and *selected* career and technical education content areas that use cooperative education methodology.

Skill Standards
Skills defined by industry, labor and education which students must achieve in order to earn a skill certificate from the Department of Workforce Development, the Department of Public Instruction and/or any other authorized state or national agency.

Teacher Coordinator
A vocationally licensed member of the school staff responsible for administering the school program and resolving any problems that arise between the school-based and work-based activities of the employed student. The teacher coordinator acts as liaison between the school and employers in methods of cooperative education.

Wisconsin Student Assessment System (WSAS)
Refers to the tenth-grade portion to the WSAS with its three components—knowledge and concepts, performance, and local portfolio assessment. As a result of performance on the assessments and based on objectively established standards, students will be identified as proficient or non-proficient. Statewide tenth grade assessment data, together with additional, locally-specified information, will serve as the basis for making decisions about students' readiness to pursue various post-tenth grade options. The state requirement is that schools and districts be explicit about the local standards and criteria on which decisions are made.

Work-based Learning
A component of the School to Work Opportunities Act which in Wisconsin includes:

- Wisconsin youth apprenticeship;
- other skill-based school-supervised work experience; such as, cooperative education, JTPA-Work Experience, JTPA-On-the-Job Training or supported employment which is based on state and/or national skill standards, is relevant to the student's career major, includes *all aspects of the industry*, and leads to a recognized state or national skill certificate;
- unpaid structured school-supervised work experience, including volunteer work in the community, which relates to a student's career major;
- workplace mentoring;
- instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills; and
- data collection and program evaluation.

Work-Readiness Assessment
The process of assessing a student's readiness for a workplace assignment and/or a paid job may include an assessment of any work experiences to date, ability to work with others, knowledge of job application and interviewing techniques, ability to accept work-related supervision, and any other basic work skills deemed necessary to be successful in a job setting.

Workplace Mentor
An employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student and who instructs the student, critiques the performance of the student, guides the student to perform well, and works in consultation with classroom teachers and the employer of the student.

Youth Apprenticeship
A program which integrates school-based learning for high school students, which is based on state and/or national industry skill standards, which offers a skill certificate upon successful completion, and which is administered in Wisconsin by the Department of Workforce Development (DWD); uses a state-developed curriculum.

Appendix B

SCANS Skill Competencies

Resources: Identifies, organizes, plans, and allocates resources

A. Time—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently
D. Human Resources—assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. Participates as a Member of a Team—contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers—works to satisfy customers' expectations
D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

A. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them
B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

Technology: Works with a variety of technologies

A. Selects Technology—chooses procedures, tools, or equipment including computers and related technologies
B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

These competencies are built around a three-part foundation of basic skills, thinking skills, and personal qualities that together reflect the skills necessary for the changing workplace.

SCANS Foundational Skills

Basic Skills: Reads, writes, performs arithmetic and mathematical operations; listens and speaks

A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues

E. Speaking—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. Creative Thinking—generates new ideas

B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. Problem Solving—recognizes problems and devises and implements plan of action

D. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information

E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills

F. Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. Responsibility—exerts a high level of effort and perseveres towards goal attainment

B. Self-Esteem—believes in own self-worth and maintains a positive view of self

C. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. Integrity/Honesty—chooses ethical courses of action

Recommended Outline of Related Classroom Instruction

The following outline may be used as a guide in developing units of instruction which are common to methods using the cooperative method of instruction. The technical or occupational related instruction is specific to the occupational area:

I. Career Opportunities
- A. Advancement
- B. Local, state, and national projections
  1. technological
  2. sociological
  3. economic
- C. Related career opportunities

II. Career Decision-Making Process
- A. Self-assessment measures
- B. Individual potential
- C. Learning opportunities
- D. Transferability of skills

III. Developing a Career Portfolio
- A. Job application and resume
- B. Individual potential
- C. Learning opportunities
- D. Transferability of skills

IV. Safety on the Job
- A. Worker's Responsibilities
- B. Developing a safe attitude
- C. Laws and regulations

V. Human Relations in the Workplace
- A. Interpersonal relationships
- B. Responsibility
- C. Personal health and safety
- D. Personal attributes
- E. Organizational skills
- F. Work ethic
- G. Quality systems and outcomes

VI. Communications
- A. Speaking
- B. Writing
- C. Reading
- D. Listening skills
- E. Body language
- F. Use of technology in communications
- G. Computer skills

VII. Math
- A. Basic computations
- B. Calculator
- C. Spreadsheets and Recordkeeping
- D. Reasoning and problem-solving skills

VIII. Legal Aspect of Employment
- A. Basic computations
- B. Gender equity and harassment
- C. Labor laws
- D. Unions and labor organizations
- E. Discrimination
- F. Income tax

IX. Personal Finances
- A. Budget procedures
- B. Payroll deductions
- C. Insurance protection
- D. Use of credit
- E. Investment opportunities

X. Economics
- A. Principles of private enterprise
- B. Business trends
- C. Anticipating and adapting to change

XI. Maintaining and Terminating Employment
- A. Understanding need to be productive
- B. Work attitudes and organization structure
- C. Understands the use of related technical skills
- D. References/networking

Appendix D

Workplace Mentor Training

Workplace mentors must be educated in how to construct effective training plans. The process will not come naturally to many, and some *workplace mentors* will need to be convinced of the validity of the process. *Workplace mentor* training must include job task analysis and the "hows" and "whys" of setting a knowledge base to facilitate student learning and the mastery of complex job requirements. In addition, *Workplace mentors* will need to be trained in how to access appropriate resources in the development and implementation of training.

Suggested training topics include:

- Mentor roles and responsibilities
- Dealing with diversity
- Conflict resolution
- School and work: Bridging the gap
- Effective communication with adolescents
- Self esteem and the adolescent
- Workplace curriculum development
- Identification and sequencing of tasks
- Job tasks analysis/*DACUM* analysis
- *All aspects of the industry* and broad skill development
- How to coordinate, scaffold and build on basic skills
- Managing student rotation and coordinating learning across departments
- How to individualize student needs into training plan development
- Methods of worksite assessment (include portfolios and projects)

The school districts across the state use a variety of settings to conduct mentor training. Some have training in the late afternoon, the end of the work day for many businesses. Other school districts hold two, 2-hour "breakfast meetings" with mentors, starting at 7:00 a.m.

A DPI publication that may be of help in mentor training is *"Mentoring Youth for Success."* It is available from DPI Publication Sales, 1-800-243-8782.

Appendix E

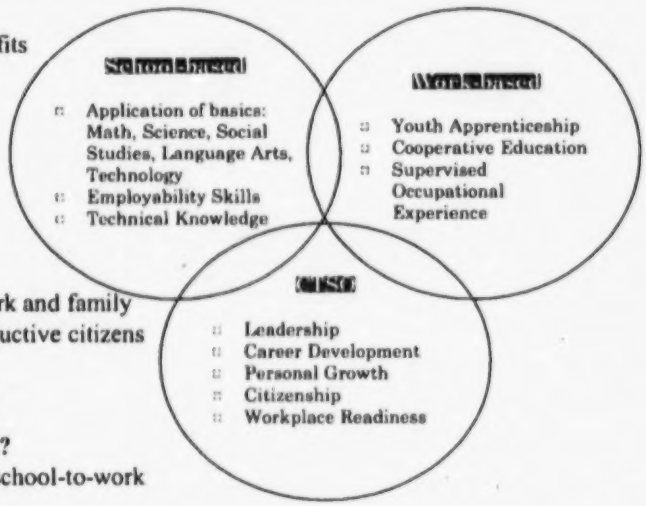
Career and Technical Student Organizations

What are Career and Technical Student Organizations (CTSOs)?

- CTSOs are a basic component of vocational education programs that support and enhance related school-based and work-based learning (see diagram)
- CTSOs provide students with skills and knowledge to succeed in the new global economy
- CTSOs are found in middle, junior and senior high schools throughout Wisconsin

How Many Students are Involved?

In Wisconsin, over 35,000 students receive direct benefits from participating in CTSOs. Many more are enrolled in a wide array of vocational education courses.



What Are the Benefits of CTSOs?

CTSOs:

- Enable students to achieve high academic and occupational standards
- Develop meaningful business partnerships
- Link school-based learning to the real world of work and family
- Motivate youth to become better students and productive citizens
- Develop school and community leaders
- Enhance student's self-esteem and self-confidence

How Do CTSOs Enhance Postsecondary Transition?

- CTSOs are integral to the success of Wisconsin's school-to-work initiative
- CTSOs serve as a vehicle to transition students into life's work
- CTSOs help to develop a world class work force
- Students learn how to communicate in real-world situations, solve problems, and work in teams
- Students gain respect for the dignity of work while developing high standards
- Nearly 800 corporations, labor unions, and trade associations support CTSOs in Wisconsin
- Business people involved with CTSOs can:
  -capitalize on access to some of the best prepared employees
  -improve the relevance of the curriculum in the educational system
  -make a difference in the lives of individual students
  -serve as positive role model, mentor or training sponsor
- Partnerships between businesses and CTSOs are win-win experiences
  -business people renew their faith in young people and gain personal satisfaction
  -students gain a positive image of business and business people
  -students see relevance of school and work; students make informed career decisions
  -vocational educators align their curriculum to the real world

CTSOs in Wisconsin

DECA—an association for marketing students
FFA—an association for agriculture students
FBLA—an association for business students
FCCLA—an association for family and consumer students
HOSA—an association for health occupation students
SkillsUSA-VICA—an association for technology students

For more information about CTSOs contact:

Cooperative Education Skills Certificate Program
Lifework Education Team
Wisconsin Department of Public Instruction
P. O. Box 7841
Madison, WI 53707-7841
(608) 267-2275
www.dpi.state.wi.us/dpi/dlsis/let

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Appendix F

Wisconsin's Program Application Process
Cooperative Education Skill Standards Certificate Program

Wisconsin's Cooperative Education Skill Standards Certificate Program is endorsed and supervised by the Wisconsin Department of Public Instruction (DPI) in cooperation with the Department of Workforce Development (DWD), the Wisconsin Technical College System (WTCS), University of Wisconsin, and business and industry associations.

Wisconsin's Cooperative Education Skill Standards Certificate Program integrates workplace employability skills with related school curriculum and workplace occupational knowledge and skills with work-based experiences. Students completing the program will be issued a state certificate by DPI that reflects current business and industry skill requirements to be used in a future employment portfolio.

An application must be submitted by **each** individual high school. Applications must be received and program implementation must be approved **prior** to implementing the program.

New applicants must complete the entire application form. Renewal applicants are not required to complete "Section I" of the application form.

Please submit **two copies** of the completed application to:

Cooperative Education Skill Standards Certificate Program
Lifework Education Team
Department of Public Instruction
P. O. Box 7841
Madison, WI 53707-7841
ATTN: Deb Motiff

Applications will be considered and approved by the DPI education consultant responsible for the occupational area reflected by the specific skill certificate. Program approval criteria are included in the guidelines for *Wisconsin's Cooperative Education Skill Standards Certificate Program.*

For information about *Wisconsin's Cooperative Education Skill Standards Certificate Program* or the application process, contact the appropriate member of the Lifework Education Team:

Marie Burbach, Consultant, Marketing Education / DECA	608-267-9253	marie.burbach@dpi.state.wi.us
Bob Enghagen, Education Program Specialist, Workbased Learning	608-267-2275	robert.enghagen@dpi.state.wi.us
Dean Gagnon, Consultant, Agriculture Education / FFA	608-267-9255	dean.gagnon@dpi.state.wi.us
Jane Heibel, Consultant, Family and Consumer Education / FCCLA	608-266-2347	jane.heibel@dpi.state.wi.us
Joan Loock, Consultant, Business Education / FBLA	608-266-2348	joan.loock@dpi.state.wi.us
Kevin Miller, Consultant, Technology Education / SkillsUSA-VICA	608-266-3551	kevin.miller@dpi.state.wi.us
Deb Motiff, Program Assistant	608-267-0360	debra.motiff@dpi.state.wi.us
Bette Schmitt, Consultant, Business Education / FBLA	608-267-0361	bette.schmitt@dpi.state.wi.us
Ken Starkman, Consultant, Technology Education / SkillsUSA-VICA	608-266-2683	kenneth.starkman@dpi.state.wi.us
Sharon Strom, Consultant, Family and Consumer Education/ FCCLA	608-267-9088	sharon.strom@dpi.state.wi.us
Sharon Wendt, Consultant, Agriculture Education / FFA	608-266-2207	sharon.wendt@dpi.state.wi.us
Ann Westrich, Consultant, Marketing Education / DECA	608-267-3161	ann.westrich@dpi.state.wi.us

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Wisconsin Department of Public Instruction

COOPERATIVE EDUCATION SKILLS STANDARDS CERTIFICATION PROGRAM APPLICATION

INSTRUCTIONS: Submit two (2) copies of response to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: DEB MOTIFF
LIFEWORK EDUCATION TEAM
125 SOUTH WEBSTER STREET
P. O. BOX 7841
MADISON, WI 53707-7841

Please Type

GENERAL INFORMATION

Type of Program Application *Check One* ■ New ■ Renewal	School Year	■ Check here if school district has a state-certified Employability Skills Certificate Program

Program Area—*Check One*

■ Agribusiness—Animals	■ Food Services	■ Entrepreneurship
■ Agribusiness—Plants	■ Computer Aided Drafting/CAD	■ Executive Leadership
■ Business	■ Electronics	■ Professional Sales
■ Child Services	■ Marketing	■ Retail Marketing

High School Name	Certified Teacher Coordinator
High School Address *(Street, P O Box, City, Zip)*	

District Code	Building Code	School Phone Number	Fax Number

Name of Person Submitting Application	Title

Address (*if different from above*)	Phone Number

SECTION I—APPLICATION NARRATIVE
New Applicants Only

IA. Program Goals

1. Describe the goals for the local cooperative education program.
2. Describe how this program relates to other school-based work experience programs offered in the district.

IB. Program Implementation

1. Describe the program design, including the school-related instruction which integrates:
   - specific competencies as identified in skill standards (attach selected pages from course catalog)
   - employability competencies
   - workplace coordination including assessment of state-developed competencies.
2. Describe high school's class schedule (e.g., 7 period day, 8 period day, block, modified block, etc.) and how the *Cooperative Education Skill Standards Certification Program* will be delivered throughout the school year.
3. Describe how students will be selected for the program. Include specific strategies to ensure recruitment of non-traditional students, minorities, and students with disabilities for the purpose of promoting equity.
4. Describe how the *Cooperative Education Skill Standards Certification Program* is a part of the school district's comprehensive career guidance program.
5. Describe how the *workplace mentor* is trained to work with school-aged youth.
6. Describe how students, staff, parents/guardians, and business partners will be informed about the program.
7. Describe the credit arrangements (articulation agreements) which are or have been developed with post-secondary institutions.
8. Attach a list of potential employers who may hire co-op students.

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SECTION II—PROGRAM ASSURANCES

The high school listed above agrees to the following assurances in the operation of a *Wisconsin Cooperative Education Skill Standards Certificate Program*:

- The program is operated by the local school district in partnership with business and industry.
- Student selection and employment must be fair, equitable, address the needs of all student populations, and adhere to all state and federal laws.
- The program includes an integrated school-based and work-based method for all semesters of the program for all students including all criteria for classroom instruction contained in *Local Program Eligibility* criteria on page 7 of this guide.
- An individualized *learning plan* is used outlining the major competencies to be learned by the student on the job and in the related classroom instruction.
- A *Cooperative Education Agreement for Skill Standards Certification* will be developed among the school, employer, parent/guardian and student stating the conditions to which the participants agree when involved in the student's learning effort.
- A student will work an average of 15 hours per week in order to experience the whole cycle of a work week. Continuous employment of the student for a minimum of 480 hours is required for exposure to all aspects of the business or industry.
- A business and industry advisory council with expertise related to the program is involved in the planning and evaluation of the program.
- The approved *teacher coordinators* are certified by the Department of Public Instruction and are trained in methods of cooperative education: *DPI Certification License--#281 for Business, #213 for Food Service, #285 for Marketing, #200 for Agriculture, #211 for Child Service, and #291 or #293 for Computer Aided Drafting and Electronics.*
- Each approved teacher coordinator shall be assigned at least one full class period of coordination time per day per 12 students or 20 minutes per student per week in order to supervise and coordinate the experience.
- Workplace mentors will receive formal training on their responsibilities for the student learner's workplace experience.

District Administrator or School Principal Signature	Date
LVEC/School to Work Coordinator Signature	Date
Certified Teacher Coordinator Signature	Date

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Lifework Planning/Career Development Model
Things to think about . . .

Career development in Wisconsin is part of a comprehensive K-12 developmental guidance curriculum. Through career development, all students are exposed to a sequential age-appropriate curriculum dealing with the world of work and careers.

Most of us acquired a superficial and narrow knowledge base of occupations while we were growing up. Our occupational knowledge reflected what we knew about our family members' jobs, the jobs of our neighbors, and the people we came in contact with in our community on a regular basis. This natural occurrence tends to severely limit the career options that students see for themselves. It may explain why so many children mention the jobs of firefighter, police officer, nurse, or teacher when asked what they want to be when they grow up. These jobs are familiar to them in their daily lives.

Research suggests that as children grow older, the occupations that they consider as acceptable to them progressively decrease in number. The occupations they eliminate first are those they perceive as inappropriate to their gender. Next they rule out those occupations that do not fit their social class self-concept as well as occupations that require education and training that they believe are beyond their abilities. It is within this backdrop of what naturally occurs during career formation that the schools, along with parents and the larger community, can provide knowledge and experiences that will expand a student's awareness of the multitude of occupational options available to them. Career development does not seek to force students into premature career choices; rather, it seeks to avoid premature elimination of future options.

Parents play an important role in the career choices of their children. Schools can increase the impact of career development by involving parents in career development activities. Parents armed with up-to-date information can encourage their children to consider paths that will open doors to future careers.

The emphasis in *elementary school* is on career awareness-- what it means to work. Students at this age learn best with concrete examples rather than abstract thought. Activities that incorporate familiar people and places, such as school staff, parents, and local businesses are especially meaningful to elementary students.

Career exploration is the emphasis in *middle school*. Middle school students need to explore the entire career landscape. Teaching them good research skills will greatly assist them in their exploration. Using the career cluster concept, which places similar jobs into broad occupational groupings or families, is a great tool for use in the middle school. A realistic goal for middle school might be: "Each student leaving our middle school will have learning opportunities to explore various jobs in **every** career cluster." Since each cluster represents a broad spectrum of jobs with varying education and training requirements, studying every cluster will give students a comprehensive understanding of the range of opportunities available. Students also need to be assessing their interests and abilities against each occupation that they study in order to begin to narrow their fields of interest.

At the *high school* level, students begin career planning and preparation. If they had the advantage of career awareness in elementary school, and substantive career exploration in middle school, then they are ready for more focused research into their areas of interest and to sample work in those areas. In addition, they need to be learning accurate information about the labor market so that they can make realistic choices based on where they want to live, the supply and demand for specific jobs, the kind of lifestyle they want, etc. It is not enough to know what it is you love to do and to prepare through training and education to do it; you must also find someone who is willing to pay you for the privilege of doing the work you love.

Lifework Planning/Career Development Model

Elementary School - Career Awareness

Questions to Answer

- What is work?
- Why do people work?
- What types of work exist?
- Why do people choose the work they do?
- How is school like work?
- What do I like to do?

Examples of Activities

- parents or school staff talk about what they do at work
- visit local businesses
- partner with a business to "adopt" the class
- teachers link work habits in school to work habits on the job

Middle School - Career Exploration

Questions to Answer

- What am I good at?
- What would I like to do?
- In what kinds of environments would I like to work?

Examples of Activities

- interest and career inventories
- work with all the career clusters to research careers which require different levels of training/education; job shadowing experiences; interviewing people by phone and in person about their careers
- career fairs

High School - Career Planning and Preparation

Questions to Answer

- Which jobs match what I love to do?
- Where are these jobs located and what do they pay?
- What is the supply and demand for these jobs?
- What education/training is required?
- What kind of lifestyle do I want?

Examples of Activities

- focused research into specific career cluster or career
- substantive job shadow, school-supervised work experience, cooperative education, internship, or youth apprenticeship in a specific career cluster or career of interest
- participation in school organizations or community groups which are related to career interest

Wisconsin
Technical College System

Credit Arrangements Between Local High Schools And Technical Colleges

The following chart describes the credit arrangements used by Wisconsin's technical colleges and secondary schools in articulating curricula between institutions.

	Advanced Standing	Transcripted Credit
MAY ALSO BE REFERRED TO AS . . .	Also referred to by some as "articulated courses."	Also referred to by some as "technical college credit" or "dual credit courses."
RELATIONSHIP BETWEEN HIGH SCHOOL AND TECHNICAL COLLEGE COURSES	High school course(s) or competencies are determined to be **EQUIVALENT TO** a technical college course.	High school course is **THE SAME AS** a technical college course. Technical college course offered to high school students using technical college books and materials.
COURSE CRITERIA	Technical college course competencies are taught in one or more high school course.	Technical college course competencies are taught in full in one high school course (one-to-one relationship).
TEACHER	Taught by a high school teacher.	Taught by a high school teacher who is WTCS certified.
GRADES	High school grading policies/standards are followed.	Technical college grading policies/standards are followed.
GRADE REPORT	The student must meet all conditions of the articulation agreement in order to be eligible for advanced standing credit. Technical college grades are not given for these courses.	Grades are posted to an official technical college transcript and tabulated in the student's technical college GPA.
STUDENT DOCUMENTATION	After completion of the course according to the articulation agreement, the student may receive a "certificate of eligibility" (coupon) that specifies the course title and number of credits for which advanced standing credit will be granted upon enrollment at a technical college.	The student receives an official transcript with grade and credit(s) recorded from the technical college upon completion of the course.
RECORDS	The secondary school is required to keep the student's records.	The technical college maintains the student's transcript for technical college course work.

(continued)

	Advanced Standing	Transcripted Credit
CREDIT DOCUMENTATION AND ELIGIBILITY PERIOD	In order to be eligible for advanced standing credit, the student must enroll in a technical college within 27 months after high school graduation.	The technical college credit and grade remain on the student's technical college transcript.
AGREEMENT	Involves a written formal agreement.	Involves a written contractual agreement.
COSTS	No fees are charged to the student. Local school districts and technical colleges may incur costs.	No fees are charged to the student. Local school districts and technical colleges may incur costs.
BENEFITS TO STUDENTS	The student is eligible to receive advanced standing credit at a technical college upon completion of course according to articulation agreement conditions (i.e., grades, attendance requirements, etc.) and enrollment in the technical college within 27 months of high school graduation.	The student receives regular technical college credit upon completion of course and according to conditions specified in the written agreement (i.e., grades, attendance requirements, etc.).
WTCS PROGRAM REQUIREMENTS	Only the remaining program credits must be taken by the student.	Only the remaining program credits must be taken by the student.

This document was developed jointly by education consultants from the Wisconsin Technical College System and the Wisconsin Department of Public Instruction and by the Tech Prep Curriculum Specialists in Wisconsin's technical colleges. For further information contact the Wisconsin Technical College's Work-based Learning Team at 608-266-1724.

August 1997

Vocational License Requirements

PI 3.22 Vocational education areas. Effective July 1, 1988, any person who has a specific assignment to teach an advanced level occupational skills course in grades 9 through 12 shall hold a vocational license under this section. A regular license to teach a vocational subject listed under sub. (3) may be issued to an applicant who had a regular assignment to teach an advanced level occupational skills course before July 1, 1988, or who meets all of the following requirements:

(1) Has completed a course in principles, issues or philosophy of vocational education and a course in organization and administration of cooperative education programs.

(2) Has related occupational experience during the 10-year period immediately preceding application for the license. The number of required hours of occupational experience for each vocational license is specified in sub. (3), and the requirement shall be met in one of the following ways:

(a) Paid occupational experience in related occupations.

(b) Paid occupational experience in related occupations for at least 60% of the required clock hours, and up to 40% in either or a combination of the following:

1. Graduate credits in technical subjects specifically related to the vocational subject for which the license is being sought. One semester credit equals 95 clock hours of occupational experience.

2. Attendance at workshops specifically related to the vocational subject for which the license is being sought. One clock hour of workshop experience may equal up to 3 hours of occupational experience. Approval of the state superintendent shall be obtained prior to attendance at the workshop.

(c) Department approved occupational internships completed for college or university credit. One hour of paid occupational internship equals 3 hours of paid occupational experience.

(3) Meets requirements for the specific vocational license, as follows:

(a) *Business - 281.* For a business - 281 license, the applicant shall hold a business education - 250 or business education - without shorthand - 251 license under s. PI 3.21 (3) and (4) and shall have completed 2,000 clock hours of related occupational experience.

(b) *Marketing education - 285.* A marketing education - 285 license is required to teach marketing education and marketing related courses such as sales, merchandising, retailing, promotion, management, entrepreneurship, enterprise, advertising, distributive and marketing cooperative education. The application shall have completed an approved program as specified in s. PI 3.21 (intro.) and 4,000 clock hours of related occupational experience.

(c) *Health occupations - vocational - 911.* For a health occupations - vocational - 911 license, the applicant shall have completed:

1. The general requirements in s. PI 3.05; 34 semester credits in a nationally recognized health occupations field in which the applicant holds current state or national certification; and an approved program which includes the following:

   a. Educational psychology or psychology of learning.

   b. Curriculum planning.

   c. Methods of teaching health occupations.

   d. Student teaching as described in s. PI 3.21 (intro.).

   e. Competency in the broad area of health care professions verified by the preparation institution.

(d) *Home economics related occupations - 216, home economics/child services - 211, home economics/food services - 213, home economics/family and community services - 215.* For the home economics related occupations - 216 license, the applicant shall hold a home economics - 210 license under s. PI 3.21(5), and shall have completed 2,000 hours of related occupational experience. For the home economics/child services - 211, home economics/food services - 213 or the home economics/family and community services - 215 license, which shall be required to teach in a specific occupational program, the applicant shall hold a home economics - 210 license under s. PI 3.21 (5), and shall have completed 2,000 hours of related occupational experience, of which 1,000 hours shall be in the specific area in which the license will be sought.

(e) *Technology related occupations - 291, technology occupations/construction - 299, technology occupations/communication - 293, technology occupations/manufacturing - 292 technology occupations/transportation - 295.* For the technology related occupations - 291 license, the applicant shall hold a technology education - 220 license under s. PI 3.21 (6), and shall have completed 2,000 hours of related occupational experience. For the technology occupations/construction - 299, technology occupations/communications - 293, technology occupations/manufacturing - 292, or technology occupations/transportation - 295 license, which shall be required to teach in a specific occupational program, the applicant shall hold a technology education - 220 license under s. PI 3.21 (6) and shall have completed 2,000 hours of related occupational experience, of which 1,000 hours shall be in the specific area in which the license will be sought.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (3) (a), Register, March, 1992, No. 435, eff. 4-1-92.

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License Renewal Requirements

- **Renewal** of this license is contingent upon the completion of a continuing professional growth requirement of six semester credits, 180 equivalency clock hours, *or* a combination of the two.

- *All renewal requirements must be earned during the five-year period* beginning with the effective date of your 5-year license and immediately preceding the date of the license renewal. It is not possible to bank renewal credits from one licensing period to another.

- *If you do not meet the continuing professional growth requirement,* you may, upon application, be issued a 1-year **nonrenewable license.** To qualify for a regular license, thereafter, you must complete six semester credits or the equivalent of continuing professional education. If you choose to let your license lapse, the six semester credits required for renewal of the license must be completed in the five-year period prior to the effective date of the renewal of the license.

- *Original transcripts of the successful completion of semester credit coursework* and/or Department of Public Instruction's form PI-1681—Verification of Equivalency Clock Hours must be submitted with your application at the time of your license renewal. (Please DO NOT highlight this material.)

- *Please refer to additional requirements listed at the end of this document* **if you are renewing a driver education license or an educational interpreter license.**

- *The six semester credits, or the equivalent, required for the renewal* of your 5-year license may be completed through one of the following options:

1. The Semester Credit Option.

Undergraduate or graduate level courses taken at accredited baccalaureate or graduate degree granting colleges or universities are acceptable for the renewal of your 5-year license. Please note that the Wisconsin Technical College System Schools are **not** baccalaureate degree granting institutions; therefore, credits taken through courses offered at these institutions are **not** acceptable for license renewal under the semester credit option, **but may be used as equivalency clock hours (see Part 2).** Department of Public Instruction approval is **not** required for semester credits earned at accredited Wisconsin colleges, universities, or on-campus at accredited out-of-state institutions. This option may include independent study courses or correspondence courses offered for semester credit through these institutions. The coursework selected for the renewal of your 5-year license must be directly and substantively related to the area of one or more of the licenses you hold *or* to your professional competence.

Semester credits earned in courses which are offered **off-campus** by accredited baccalaureate or graduate degree granting out-of-state colleges and universities must be preapproved by the Department. You may identify off-campus courses which have been approved and will be accepted for the renewal of your 5-year license by checking for the Department approval numbers of the course; e.g., OC 90-200; **or** by noting a verification of approval statement on the literature promoting such courses. Where no confirmation of approval exists, you may contact this office for the approval status of the course(s) in question.

Some colleges and universities operate upon a quarter system. Quarter credits also are acceptable with the following ratio: 1 quarter credit equals 2/3 semester credit; therefore, 9 quarter credits equal 6 semester credits.

2. The Equivalency Clock Hour Option.

The continuing professional education requirement may be met by completing 180 equivalency clock hours in Department **approved** non-credit activities such as workshops, seminars, conferences, or conventions. Wisconsin Technical College System courses are accepted for license renewal **if** they have been approved for equivalency clock hours. Under the equivalency clock hour option, individuals do not seek approval for non-credit activities they wish to attend; rather, agencies which sponsor non-credit programs submit proposals to the Department for the review and approval of their programs. The agencies, then, grant equivalency clock hours to participants and provide them with Department of Public Instruction's form PI-1681—Verification of Equivalency Clock Hours. You are expected to maintain a record of the original, **completed** PI-1681 forms that you acquire and submit them with your application form *at the time of your license renewal.*

Requests for approval of clock hours for non-credit activities must be submitted to the Department of Public Instruction 30 days in advance of the scheduled activity. Requests for approval of non-credit activities outside the state of Wisconsin **must** be made by a Wisconsin agency, organization, or school district.

3. Combination Semester Credits and Equivalency Clock Hours.

The continuing professional education requirement may be met by completing a combination of semester credits and approved equivalency clock hours to equal six semester credits. (Thirty approved equivalency clock hours are equal to one semester credit.)

4. Additional Requirements.

a) Driver education license—Individuals who hold a Wisconsin life license to teach and who held an initial driver education license with an effective date no later than July 1, 1980, may renew a regular driver education license by attending 3 annual department approved traffic safety related conferences and 3 traffic safety related workshops within the 5 years immediately preceding renewal of his or her driver education license.

b) Educational interpreter - deaf or hard of hearing license—Renewal requires successful completion of the educational interpreter performance assessment with a score of 3 or better. Thirty equivalency clock hours shall be granted for each assessment with no more than 60 equivalency clock hours counted for each 5-year renewal period. Call 1-800-266-1027 to request a complete copy of the renewal requirements.

kkn—7/21/98

Summary of Courses for Vocational Licensure (PI 3.22)

Institution	Contact	Issues	Co-op
UW-Eau Claire	Steve Kurth Dean of Education 715-836-3671	not offered	not offered
UW-Madison	vacant CAVE 608-263-2481	268-660 Principles of Voc Tech Education Spring, 1999	268-661 Org and Operation of Voc Tech Ed Summer, 1999
UW-Milwaukee	Larry Martin Department of Administrative Leadership 414-229-5754	103-557 Foundations and Philosophy of WTCS in Wisconsin Summer, 1999	not offered
UW-Platteville	Mark Zidon School of Agriculture 608-342-1391	not offered	not offered
UW-River Falls	Richard Jensen College of Agriculture 715-425-3555	not offered	not offered
UW-Stevens Point	Cheryl Fedje Health Promotion and Human Development 715-346-2096	not offered	FCE 396-596 Co-op Occupational Education Program Summer, 1999
UW-Stout	Sandy White Office of Continuing Education 800-45 STOUT Steve Schlough Community Education & Training 715-232-1484	199-502 Principles of Vocational Technical and Adult Education Fall, 1998 Spring, 1999 Summer, 1999	199-560 Cooperative Occupational Program Summer, 1999
UW-Superior	Barbara Johnson Business Administration 715-394-8467	not offered	not offered
UW-Whitewater	Harriet Rogers Department of Education 414-472-5437	not offered	not offered
Concordia	John Walter Dean of Graduate School 414-243-5700	not offered	not offered
Mount Mary	Jane Baldridge Education Department 414-258-4810 x 316	EDU 448 Principles of Vocational Education Fall, 1998	EDU 450 Organization and Administration of Cooperative Education Spring, 1999
Silver Lake	Alan Heffner Business Department 920-686-6189	BE 545 History and Philosophy of Vocational-Technical Education	not offered
Viterbo	Sue Batell Dean of Education 608-796-3382	not offered	not offered

Appendix J

Questions Frequently Asked by Teachers

1. **How many students are necessary to offer a state-certified co-op?**
   There is no minimum number of students required to register your program for state certification.

2. **How much coordination time is needed?**
   One full class period of coordination time per day per 12 students or 20 minutes per week per student. *(See Program Assurances, page 48 and Local Program Eligibility Criteria #9, page 8.)*

3. **Can LVECs or School to Work Coordinators supervise state-certified co-op programs?**
   LVECs or School to Work Coordinators may coordinate paperwork, monitor the program in a general way, and help secure quality worksites. The approved teacher coordinator must supervise the program. *(See Program Assurances, page 48.)*

4. **What's the incentive for employers to expand their roles from the current co-op to the state-certified program?**
   There are many possible benefits to employers: recognition and increased visibility in the community, increased teamwork opportunities in the work setting, creating better employees for the future, addressing important needs of the community, increasing company loyalty, and improving the knowledge and skills of the mentor.

5. **What is mentor training?**
   Mentor training is a formal experience in which the roles and responsibilities of all the partners are explained. Training will cover the mechanics of the program, assessment, and techniques for working with high school students. Mentor training will take at least a half day and may be broken into two meetings.

6. **What if my current employers refuse to attend mentor training?**
   The state-certified co-op program requires a high level of commitment by employers; attending mentor training is part of that commitment. Try to make the training as convenient as possible for employers. Consider providing the training in two sessions. Perhaps early morning or late afternoon sessions would better meet the business needs of your employers.

7. **Will an individual student always have the same workplace mentor?**
   It is best to have one workplace mentor who takes a student under his/her wing and feels some responsibility for helping the student to be successful. However, in addition to the workplace mentor, there could be a number of people who train the student at the worksite.

8. **Is it possible for seniors to have completed some of the competencies in their junior year?**
   Yes. The student may have met some of the competencies in prerequisite and/or sequence courses and the approved teacher coordinator may be evaluating achievement levels during the junior year.

9. **Must all competencies be covered at the worksite?**
   Not necessarily. Competencies may be covered through a variety of methods: classroom activities, individual projects, vocational student organization activities/projects including community projects, and the worksite. The goal is for the majority of the competencies to be covered at the worksite. This goal necessitates developing high quality worksites which can offer a variety and breadth of experiences for the student (all aspects of the industry).

10. **How many high schools are currently participating in this program?**
    In excess of 130 high schools were approved by DPI to offer at least one of the certificate programs in the 1999-2000 school year.

11. **What if one of my long-standing worksites cannot offer the majority of the competencies?**
You can discuss with the employer if s/he is willing to redesign the job in any way which would make it possible for the student to complete more competencies. If this is not possible, you may continue to use this employer for a non state-certified co-op worksite.

This is the bottom line: In implementing the state-certified program it is in your interest to provide the opportunity to meet as many competencies as possible through the worksite; you will need to "make up" for the remaining competencies through other means (classroom, projects, CTSO activities, rotating students through more than one worksite, group workshops, etc.).

12. **What happens if students do not meet the required competencies prior to graduation?**
Although students would not be eligible for a Cooperative Education Skills certificate at this time, they would still have an "official record" of the competencies met in that area. They may use this record when applying for jobs or other post-secondary activities.

13. **Who evaluates the student?**
Students are evaluated by the workplace mentor trainer and other teachers who have responsibility for delivering school-based competencies in cooperation with the approved teacher coordinator.

14. **Why are there five certificates in marketing?**
Five marketing education certificates were developed because the functions and foundations of marketing curriculum is broad based and cover a number of businesses/industries. The five certificates were revised in 2000 to enable every student enrolled in co-op to complete a skill certificate.

15. **Will the certificates be available for us to distribute at graduation or at our CTSO banquets?**
The goal of DPI's Lifework Education Team is to have completed certificates available to you prior to these events.

16. **Who should I contact for questions about specific programs?**

Co-op Program Administration	Bob Enghagen (608) 267-2275
Agribusiness	Sharon Wendt (608) 266-2207 Dean Gagnon (608) 267-9255
Business Education	Joni Loock (608) 266-2348 Bette Schmitt (608) 267-0361
Technology Education	Ken Starkman (608) 266-2683 Kevin Miller (608) 266-3551
Family and Consumer Education	Jane Heibel (608) 266-2347 Sharon Strom (608) 267-9088
Marketing Education	Marie Burbach (608) 267-9253 Ann Westrich (608) 267-3161

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